National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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ANNOTATED RESOURCES on EARLY CHILDHOOD ASSESSMENT SYSTEMS

Assessing the State of State Assessments: Perspectives on Assessing Young Children (2003), eds. Catherine Scott-Little, Sharon Lynn Kagan, and Richard M. Clifford, produced by the Regional Educational Laboratory at SERVE. Available on the Web at http://www.serve.org/_downloads/ASSA.pdf.

➤ This is a collection of papers presented at a symposium on readiness assessment systems. Articles cover topics related to what policy-makers need to know, shares information from State experiences with assessment systems, and discusses measurement issues.

Child Assessment at the Preprimary Level: Expert Opinion and State Trends (2002), by Carol Horton and Barbara T Bowman. Available on the Web at http://www.erikson.edu/files/nonimages/horton-bowman.pdf.

➤ This report presents the results of two surveys to provide information on the current state of expert opinion and public practice with regard to the assessment of prekindergarten children. The first survey questioned a group of 25 national leaders in the early childhood field; the second survey questioned State-funded prekindergarten programs regarding specific assessment practices mandated, recommended, or commonly used in their classrooms.

"Early Childhood Assessment" (March 2003), an *Early Learning Policy Brief*, by Jessica McMaken, produced by Education Commission of the States. Available on the Web at http://www.ecs.org/clearinghouse/43/19/4319.htm.

➤ This report addresses the issues policy-makers need to consider when choosing child assessments to make decisions about the effectiveness of individual programs.

Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (2003), published by the National Association for the Education of Young Children (NAEYC). Available on the Web at http://www.naeyc.org/resources/position_statements/CAPEexpand.pdf.

➤ This document is based on the 2003 Joint Position Statement of NAEYC and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). It includes the statement of position, recommendations, and indicators of effectiveness, as well as an overview of relevant trends and issues, guiding principles and values, a rationale for each recommendation, frequently asked questions, and developmental charts.

Early Literacy Assessment Systems: Essential Elements (2003) by Jacqueline Jones, published by Policy Information Center, Research and Development, Educational Testing Service. Available on the Web at http://www.ets.org/research/pic/earlylit.pdf.

➤ This document outlines a system-wide framework for monitoring the literacy development of children in preschool through 2nd grade. The sections on "Issues in the Assessment of Young Children" and "Elements of Effective Early Literacy Systems" clearly articulate important principles of effective assessment systems.

Multi-State Study of Pre-Kindergarten, by the National Center for Early Development and Learning (NCEDL). Available on the Web at http://www.fpg.unc.edu/~ncedl/pages/pre-k_study.cfm.

➤ This is a multi-State study that includes extensive classroom observations, child assessments, and kindergarten follow-up. States were selected to maximize diversity with regard to geography, program settings (public school or community setting), program intensity (full-day vs. part-day), and educational requirements for teachers. Within each State, a random sample of 40 centers/schools was selected. One classroom in each center/school was selected at random for observation, and four children in each classroom were selected for individual assessment. Data collection began in the fall of 2001 and ended in the spring of 2003, following children from the beginning of pre-k through the end of kindergarten.

Principles and Recommendations for Early Childhood Assessments (1998), eds. Lorrie Shepard, Sharon Lynn Kagan, and Emily Wurtz, prepared for the Goal 1 Early Childhood Assessments Resource Group, National Education Goals Panel. Available on the Web at http://www.negp.gov/reports/prinrec.pdf.

➤ This report is a comprehensive review of the principles and purposes of early childhood assessments, including discussion of technical issues in measurement, age appropriateness, and policy recommendations. Also includes a glossary and reference list.

State Child Care Data Capacity and Research Projects, funded by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Available on the Web at http://www.acf.hhs.gov/programs/ccb/research/ccprc/capacity/index.htm#chart.

➤ These projects are designed to assist State Child Care and Development Fund (CCDF) Lead Agencies in improving their capacity to conduct policy-relevant research and analysis in order to design and implement child care policies and programs that promote positive outcomes for children, families, and communities.

RELATED RESOURCES AVAILABLE FROM NCCIC

Early Language and Literacy Observation and Assessment (Updated December 2003). Available on the Web at http://nccic.org/pubs/goodstart/assessment-literacy.html and in PDF format at http://nccic.org/pubs/goodstart/assessment-literacy.pdf.

Selected Education Assessment Instruments Utilized in Early Childhood Settings with a Focus on School Readiness. Available from NCCIC at 800-616-2242 or via e-mail at info@nccic.org.

State Efforts to Evaluate Prekindergarten programs. Available from NCCIC at 800-616-2242 or via e-mail at info@nccic.org.

The National Child Care Information Center does not endorse any organization, publication or resource.

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